

Wraxall Church of England Voluntary Aided Primary School

Bristol Road, Wraxall, Bristol, BS48 1LB

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' achievement is not good enough, particularly for girls and the more-able pupils in Years 3 to 6, because some work is too easy for them.
- Year 6 standards in reading, writing and mathematics have dropped over the last three years and are now broadly average.
- Teachers do not check pupils' learning closely enough during lessons. Not enough attention is given to changing activities so that all pupils learn well.
- Teachers' knowledge when judging what pupils can do is not strong enough. This results in some inaccurate information about pupils' achievements.
- Governors do not hold the school robustly to account. They do not gather enough first-hand evidence about how the school is doing.
- Systems to check on the work of the school are yet to bring about improvements. Feedback given to teachers about their teaching is not routinely followed up to see how teaching is improving and what impact it is having on pupils' learning.
- The teaching of written calculations in mathematics lacks structure. Pupils are often unsure of what methods to use and how earlier methods are built upon.
- Teachers' marking of writing and mathematics does not provide precise enough help for pupils so they know exactly what to do next to improve their learning.

The school has the following strengths:

- Children in Reception benefit from good provision and achieve well. This ensures they have a good start to their education.
- The school's methods of teaching reading to younger pupils are effective. Pupils are helped to read widely and often.
- Pupils' spiritual, moral, social and cultural development is strong. Assemblies provide pupils with clear moral guidance and challenge them to think and act deeply about how they treat others.

Information about this inspection

- The school was inspected with half-a-days' notice and the inspection took place over two days.
- Eight lessons and an assembly were observed and every class was visited more than once. All lessons were undertaken as joint observations with the acting headteacher. A short number of visits to classrooms were made to look at pupils' work in their books and the range of activities on offer. The inspector listened to some younger pupils in Year 1 read.
- Discussions with the acting headteacher, other senior teachers, and a phone call discussion with a representative from the local authority were held. Two representative groups of pupils from Years 3 to 6 were spoken with to gather their views about the school and talk to them about their work.
- A meeting was held with the Chair of the Governing Body, four other governors and the clerk.
- The inspector analysed 20 responses to the Ofsted online questionnaire about the school on Parent View and spoke directly with 12 other parents and carers during the inspection.
- A range of documentation was scrutinised including the school's plans for improvement, data and information on pupils' progress, visit notes from local authority officers and minutes of governing body meetings. An analysis of the school's recording of monitoring of teaching and the management of performance was conducted.

Inspection team

Richard Light, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is much smaller than the average size primary school.
- The proportion of pupils with special educational needs supported at school action is average and the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium is below average. This is additional government funding provided to schools to support pupils who are known to be eligible for free school meals, those in local authority care and those with a parent or carer in the armed services. Due to the very small size of the school, the numbers in identified groups for each year are often individual pupils.
- Since the last inspection the school has experienced considerable turnover in teaching staff including the sudden departure of the previous headteacher. None of the current class teachers were at the school during the last inspection. The school currently has an acting headteacher. A new headteacher has been appointed and is due to start in January 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' standards and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Years 3 to 6, so that lessons and their impact on learning are consistently good by:
 - helping teachers to get better at checking pupils' learning throughout lessons and reshaping lessons where necessary
 - developing teachers' subject knowledge of what level pupils are working at and what they need to do next to progress rapidly in their learning
 - improving the impact and precision of teachers' marking of pupils' writing and mathematics work so that they are clear about what exactly they need to do next to improve their work
 - raising teachers' expectations of what pupils can do, especially girls and more able pupils in reading and mathematics in Years 3 to 6.
- Improve the impact of leaders and managers by:
 - devising a robust school development plan that provides a clear timeline of specific, measurable steps and actions to becoming a good school and articulates the urgency and expectation required by staff, while allowing careful monitoring by the governing body
 - increasing the robustness and frequency of monitoring activities, telling teachers clearly what they need to do to improve their performance and including these measures in the school's plans for improvement
 - ensuring the new tracking system to check on the progress pupils are making is firmly embedded by all staff so they can be held accountable for the performance of pupils in their class
 - improving the curriculum in mathematics for the teaching of calculation methods.
- An external review of governance should be undertaken to assess how these aspects of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement has declined over the past few years and now requires improvement. Learning slows down and speeds up as pupils move through the school. The slower progress is not widespread across all year groups and subjects; it is just too inconsistent.
- Standards in reading, writing and mathematics are typically average. Pupils' attainment varies between different groups of pupils and subjects. In 2012 the gap between Year 6 girls' and boys' attainment in reading grew. The proportion of girls making better than expected progress is below the national figure.
- Pupils' progress in reading fluctuates as they move through the school. Good progress in Reception and Key Stage 1 is not maintained consistently well during Years 3 to 6. When pupils read texts, teachers do not exploit pupils' understanding of how language works to aid their better development in writing.
- Pupils' performance in mathematics is not consistently good. There is no whole-school policy in place for the teaching of written calculation methods and too few opportunities for pupils to apply mathematics skills to solve problems. Work in mathematics books reveals pupils solving calculations using number lines one day, and the next day using column addition and subtraction for 100s, 10s and units.
- Younger pupils enjoy looking at books and reading. Pupils in Year 1 use what they know about sounds and how they make up words to have a go at unfamiliar texts. The well-constructed guided reading sessions they receive help them to reach standards in line with, and sometimes above, the national average.
- Children in Reception get off to a good start. Detailed transition arrangements help them to settle quickly and establish routines which enable them to progress quickly with their learning. The small, focused reading sessions they receive prepare them well for moving into Year 1.
- The small number of pupils who receive the pupil premium funding achieve well in reading. From starting points well below those of other pupils, they make rapid progress and attain standards that are above those of other pupils nationally. However, their achievement in writing and mathematics is not as strong.
- Pupils who receive extra support in lessons (school action) and those who require more in-depth support (school action plus) or who have a statement of special educational needs make progress similar to their peers. They do not make better progress because occasionally pupils rely too much on adults to assist them and not enough attention is given to developing independent learning skills.
- Activities planned in lessons do not sufficiently challenge more-able pupils to think hard for themselves. For example, in a Years 5 and 6 English lesson, too much structure was provided for them as a support for their writing. This limited their opportunity to organise and present their work in their own way. No pupils achieved the higher levels in the national assessments for writing in 2013.

The quality of teaching

requires improvement

- Lesson observations and scrutiny of pupils' work demonstrate that teaching requires improvement. There is not enough good or outstanding teaching in all subjects to make sure all pupils make consistently good progress. Specifically, the teaching of reading, writing and mathematics in Years 3 to 6 needs to improve.
- Teachers' understanding of what pupils can do is not strong enough. Periodic checks on pupils' achievements are not always secure. As a result, activities and planned work are not always set at the right level, for example for more-able pupils, in order to meet their needs so they can

make good progress.

- Teachers question pupils in lessons but do not always use their responses to move them onto more difficult work or correct misconceptions. In a Years 5 and 6 multiplication and division lesson there were too few times where the teacher extended and changed work during the lesson or used pupils' errors as opportunities to explain further.
- Mathematical concepts and pupils' mathematical fluency are not developed well enough in lessons. Teachers do not require pupils to think hard enough by varying the approaches required to solve calculation. In Years 3 and 4, for example, when multiplying by 10 or 100 the same approach is required from pupils, just with bigger numbers, and this limits pupils' more rapid progress.
- The teaching of reading in Reception and Key Stage 1 is good. Small-group work by teachers and other adults is precise, lively and carefully develops pupils' reading skills. In these sessions, teachers check pupils' understanding, blending and segmenting skills carefully.
- The local environment and trips support learning well, for younger pupils especially. Blackberries picked by children in Reception were well used to gain early concepts of weighing, money and shops during well-conceived structured play activities.
- Day-to-day marking and feedback are regular and provide some general next steps to help pupils improve their work. Evidence in books show that pupils correct their mistakes, especially spellings, and use this information well.
- Teachers are good at promoting good relations. This encourages the pupils to work happily with others of different ages. Local authority programmes provide good support to those pupils whose circumstances make them most vulnerable, helping them deal with challenging or difficult situations.
- Teachers respond quickly to guidance and advice to improve their skills and subject knowledge. Feedback provided on day one of the inspection was seen being acted upon during day two. This is important because teachers' subject knowledge and skills need to improve if teaching is to become consistently good.

The behaviour and safety of pupils

require improvement

- Pupils do not have consistently positive attitudes to learning. When lessons or parts of lessons are good, pupils' attitudes improve. When the pace of a lesson falls or teachers' expectations are not high enough, pupils' attitudes deteriorate.
- Pupils fail to settle quickly and work hard if they are not given interesting work that challenges them.
- Discussion with pupils to gather their views on inspection supports the notion that this is typical. Pupils respond well to the Full Value Contracts they have devised and the peer mediator programme for older pupils.
- Pupils are happy and generally proud of their school. They feel well supported and enjoy school. Attendance has improved and is now above average. A warm and nurturing ethos pervades all aspects of the school's work.
- Pupils have a good understanding of the different types of bullying although pupils said there was 'a little teasing'. If pupils do fall out, matters are quickly resolved. Older pupils have good understanding of how to keep themselves safe online.
- Children in Reception settle quickly into school routines. They enjoy the friendly, supportive atmosphere of their small class and all the choices they have to explore and learn through the high number of trips and visitors. They gain in confidence from the older pupils and are familiar with the school expectations and routines.
- Effective rules and procedures to manage any incidents of poor behaviour are well understood by pupils. Parents and carers are quickly contacted by teachers if behaviour slips. This acts as a

swift deterrent for pupils and consequently there are few recorded incidences of bullying.

- Pupils feel safe in school and have a good understanding of how they can contribute to their own and each other's safety. They trust in adults to help them if they have difficulties, either in their work or personally.
- Pupils' behaviour around the school is courteous and all are polite and considerate. There have been no exclusions in recent years.

The leadership and management

require improvement

- Leadership and management require improvement because responses have not been quick enough to ensure that achievement is consistently good as there has been a drop in pupils' achievement.
- The acting headteacher has made improving teaching the priority of her work. This is correct because the quality of teaching needs to improve if the school is to become good. However, systems introduced to bring about such improvements and to track the progress of pupils more carefully are yet to have an impact.
- The quality of feedback to teachers by leaders needs to improve. When lessons are watched, clear judgements on the quality of teaching are made but not always linked to the impact on the learning for different groups of pupils. This hampers teachers' better understanding of what to improve in their teaching to help pupils make better progress in their learning.
- Procedures to manage the performance of teachers are established and link to the Teachers' Standards. However, performance reviews are not always built upon and some targets for teachers need to be sharper so they can be held accountable for the quality of their work.
- The school reacted strongly to the low results in the Year 1 phonics assessment in 2012. Additional training and follow up monitoring have improved the quality of the teaching of reading, which has led to results significantly above the national average this year.
- Specialist teaching by qualified coaches and teachers for all pupils in physical education ensures pupils achieve the levels of physical well-being they are capable of. Almost all pupils take part in healthy activities and after-school sports clubs run by the school. A growing network between schools provides additional opportunities for sports competitions. Parents and carers support the promotion of healthy lifestyles passionately, raising £22,000 for an artificial pitch last year.
- The school's development plan identifies what actions need to be taken and implies what difference these will make to pupils' outcomes but not precisely enough.
- Systems to track the progress pupils are making require further development so that judgements take into account their starting points. External checking of pupils' work with other schools is helping teachers secure their judgements on the performance of pupils.
- Pupils have a range of opportunities to write in different subjects and use information and communication technologies to support their learning. However the absence of a policy for how calculation methods will be taught across the school has led to an approach which lacks structure and limited pupils' better achievement in mathematics.
- The school meets the minimum statutory requirements for safeguarding. Appropriate procedures are in place to check on the safety of staff and pupils. A robust annual audit provides a helpful checklist of actions to further improve the area.
- Pupils' spiritual, moral, social and cultural achievement is strong. Pupils establish a clear moral code through assemblies that challenge their thinking and actions. Pupils are very clear about the values the school promotes and those of right and wrong.
- The local authority is effective in supporting and challenging the school to improve. Direct support to the acting headteacher by the school improvement officer is strengthening the quality of leadership in the school. Firm challenge to the school, following its low performance in the Year 1 phonics assessments in 2012, by carrying out additional monitoring visits and training, has raised expectations and is improving pupils' achievement. This support is due to continue.

■ The governance of the school:

- The governing body is experienced and supports the acting headteacher through its strategic decision making. Governors are generally aware that there has been a drop in standards over the last few years but have not taken effective action to challenge the weakening pupil performance by effectively monitoring how well pupils are doing at the school and comparing how well the school performs to other schools nationally. Too much time has been spent prioritising school organisation and not enough on the quality of teaching and learning. Governors undertake a range of formal and informal visits to the school to check if the school's plans for improvement are working. They are aware of the need to undertake training in order to effectively gather first-hand evidence and to analyse pupil progress data in order to robustly hold the school to account and understand the link between performance and salary progression. Governors are aware of the pupil premium funding but unclear about what precise impact it is having on the achievement of these pupils. There is a clear recognition that the acting headteacher has provided significant stability to the school during a period of substantial change.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109237
Local authority	North Somerset
Inspection number	427250

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair	David Dunn
Headteacher	Tamsin Hayward
Date of previous school inspection	28–29 April 2010
Telephone number	01275 854216
Fax number	01275 854216
Email address	wraxall.pri@n-somerset.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

